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**Technology Standard III: Legal, Social and Ethical Issues Case Study and Questions**

***Case Study*** You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if they do not finish in class, they must complete the work at home within two days. She directs them to use the atlas software and to search the web for sites about the country assigned to them. At the completion of class, she gives them time to save their work to the class folder on the local area network and reminds them not to access other folders.

During the first class period with students, a few students become distracted with the computer in the first row where Mrs. Jones had been working on her gradebook program at the end of her planning period. They begin reciting aloud the classmates' scores that are still visible on the monitor. She closes the program and puts the students back on task. Several students sitting by the windows complain that they cannot read their monitors due to glare.

During the next class, Period 3, several students rush in and sit toward the back of the lab while the teacher does hall duty. As the other students enter the class, they become interested in the stifled giggles from the back row. The bell rings and the teacher enters the room approaching the group of students huddled in the back around a monitor. She disperses the group and finds the monitor displaying a commercial web site for movie videos. She proceeds as she did with the previous class. When the bell rings at the end of class, several students rush out without properly logging out and the backpack of one gets hooked to a monitor cable. Luckily, a student nearby catches the monitor before it falls.

Period 4 begins more smoothly than the last, except for a brief delay to locate a workstation for a wheelchair-bound student. One student has already started the assignment at home and has brought his work on disk. He opens the file and continues his work.

Several minutes into the 5th period, the guidance counselor brings a student new to the school and introduces her to Mrs. Jones. The counselor explains that her mother is downstairs completing the entrance paperwork. Mrs. Jones briefly describes the assignment and seats the new girl next to another student accessing the Internet.

The day concludes with a smooth opening to period 6; however, 15 minutes into the class, the power to the lab server goes out. Mrs. Jones calms the excited students and asks them to be patient, assuming the power will be on within a few minutes. The principal makes an announcement that a local power surge affected the server and the lab computers will be down for the remainder of the day. Since there are 35 minutes left until dismissal, he encourages teachers to continue their lessons. Mrs. Jones mentions to you that she really had nothing else planned and she does not want to begin the next day's lesson, which would put the classes out of sync with each other. She tells the students they will have to complete the project on their own and allows them to talk quietly until the dismissal bell rings. After the final bell, Mrs. Jones dismisses the students and tells you to reflect on the day.

***Questions for students to answer.***

1. Underline or highlight all questionable practices that you noted in the case study.
2. Of those legal and ethical issues (one of which must deal with copyright), identify three different issues that arise from this case study and explain what laws, policies and/or procedures are most applicable to each issue.
   * 1) Mrs. Jones was installing the school’s only copy of an atlas software program for a single user license on the 22 computers in the lab: Multiple installations from the same disks are illegal unless you have purchased a multiple-user license. She only has a single user license which means she can only legally download the software on her personal or one machine.

2) She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation: Before you can copy or download information from a software or the internet you should make sure that it is in the public domain and fair use. To correct this problem, she could have had a list of sites available for them.

3) She disperses the group and finds the monitor displaying a commercial website for movie videos: This problem becomes an ethical issue between right and wrong. In school computer labs, websites that are not educational should be blocked.

1. Of those health and safety considerations raised in the case study, identify three. Suggest at least one potential way of addressing these types of issues, including classroom management techniques that may facilitate a safe and orderly environment.
   * 1) At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and girl, assigning the boy to operate the computer and the girl to take the notes: There are a few issues I see with this scenario. First, the students should already have their assigned seats and computers when they come in the room to avoid arguments and disputes. Second, it seems like the classes are way too big. Either the classes should be downsized so that each child gets their own computer, or have one group use the computers first while the other group works on another task, then switch. Lastly, it doesn’t seem fair that the boy gets to operate the computer while the girl takes notes. For fairness purposes as well as learning purposes they should take turns.

2) When the bell rings at the end of class, several students rush out without properly logging out and the backpack of one gets hooked to a monitor cable. Luckily, a student nearby catches the monitor before it falls: this presents a classroom management flaw, At the beginning of the year the teacher should stress the fact that the bell does not dismiss you, I do. And when I do, it will be in an orderly fashion. Also all backpacks will be left in the front of the room at the door and retrieved on your way out. This way no one will accidentally knock anything over.

3) Period 4 begins more smoothly than the last, except for a brief delay to locate a workstation for a wheelchair-bound student: No teacher knows for sure if they are going to have students with disabilities. Therefore, teachers have to make the appropriate measures to accommodate them. To accommodate the wheelchair-bound student, there should already be a station designed in width and height and in a convenient place for the wheelchair.

1. Of those security and/or privacy issues raised in the case study, pick three. For each instance, describe the policies and procedures that may help ensure security and privacy.
   * 1) A few students became distracted with the computer in the first row where Mrs. Jones had been working on her grade book program at the end of the planning program at the end of her planning period. They begin reciting aloud the classmates’ scores that are still visible on the monitor: Mrs. Jones should not be working on her grade book in the company of the whole class, and she should never have left it open and unattended for everybody to see. Grades are a personal matter between the student, the parents depending on how old they are, and the teacher.

2) During the next period, several students rush in and sit toward the back of the lab while the teacher does hall duty: Your class should never be left unattended at any time. Anything can happen and they can get into all kinds of trouble. What she could have done was make them stand outside the classroom until she was done with her hall duty.

3) When the bell rings, several students rush out without properly logging out of the computer: It is up to the teacher to stress the importance of properly logging out of the computer. You always have to log off to ensure the safety of your personal information.

1. The case study highlights several advantages and disadvantages of widespread use of, and reliance upon, technology in the classroom. Address the following:
   * Identify one advantage and describe how it impacts technology use in educational settings. Support your answer with examples based upon your prior knowledge and experience.
     1. Technology is a major part of education and it is growing. So students must be computer literate or computer savvy to be successful. Technology is used as a means of communication, research, and gaining knowledge. I probably use Google search everyday for something. Everyone has an email account(s). There are also so many educational software’s that are available and used in the classroom. For the younger one’s there is a variety of musical recordings and videos that are very good educational tools for them as well.
   * Identify one disadvantage and describe how it impacts technology use in educational settings. Support your answer with examples based upon your prior knowledge and experience.
     1. A major disadvantage to the widespread use of technology in education is that children will no longer know how to do things manually, like communicate face to face or go to the library and read a book to help you do that paper. Face to face interaction has really gone downhill and I am guilty of this also. We all text instead of call, or send an e-mail instead of meeting in person. Online classes, as much as I love them, are even becoming more prevalent and can be at your disadvantage some times.